



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1460 S. Horne, Mesa, AZ 85204

Sequoia Charter School, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing
2003-04 Highly Performing
2002-03 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

High School Achievement Profile (a)

2004-05 Performing Plus
2003-04 Performing
2002-03 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Ms. Marge Salow
Schedule : 07:00 AM to 05:00 PM
Grades : 7-12
2005 Enrollment : 412
Web Address : www.sequoia.k12.az.us
Phone Number : (480) 649-7737
Fax Number : (480) 649-0711
E-mail : marges@sequoia.k12.az.us

Mission

Our mission at Sequoia School is to assist families by using an effective blend of time-tested teaching techniques and new technology tools to prepare students with the competencies, character and confidence to fulfill their individual missions.

School / Academic Goals

- ü Students will have an average growth of over one year on AIMS or the Stanford 9 standardized test administered in the spring.
- ü Students will meet or exceed the Arizona Academic Standards at all levels 7-12.

Enrollment

October 1, 2004 School Year Student Enrollment : 405
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 412

Instructional Programs

- Ü Standards Based
- Ü Accelerated Reader/Writer
- Ü FASTMath
- Ü College Duel Enrollment - MCC
- Ü Distance Learning
- Ü Drama, Music, PE, Art, ASL, & Spanish
- Ü Interscholastic Sports

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 4 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

As a charter school, we provide a choice for families, with a child-centered, standards-based secondary school where policies provide a safe environment for students to grow and be successful. We also utilize a variety of strategies to help each student achieve academically. Through technology, families are able to access student progress on the internet.

Parents

Parents assist the school in the teaching of their children by ensuring attendance at school and after school tutorials, serving on the PTO, chaperoning, communicating with their children's teachers and cementing learning through home discussions.

Transportation Policy

We provide transportation through a limited number of bus routes.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Battle of the Bands 3rd place	2005
Ü State Athletic Championship	2005
Ü Student Council	
Ü Spirit of San Diego Music Award	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	66	78250	96	100	99	536	536	548	23	23	21	23	23	18	49	49	48	5	5	13
All Students (Prior Year)	81	81	75001	100	100	99	459	459	468	43	43	37	38	38	36	14	14	16	4	4	10
Female	35	35	38071	97	100	99	542	542	549	17	17	20	26	26	19	54	54	49	3	3	12
Male	31	31	40126	94	100	99	529	529	547	30	30	23	20	20	17	43	43	46	7	7	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	12	12	29129	100	100	99	493	493	527	67	67	32	25	25	23	8	8	40	0	0	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	50	50	38320	94	100	99	546	546	568	14	14	12	20	20	14	59	59	55	6	6	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	60	60	68996	97	100	99	541	541	561	19	19	16	25	25	18	51	51	52	5	5	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	38	38	33388	97	100	94	532	532	530	26	26	32	29	29	22	39	39	40	5	5	5
Non-Economically Disadvantaged	28	28	44937	93	97	100	542	542	561	19	19	13	15	15	15	63	63	54	4	4	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	66	78302	96	0	99	519	519	512	9	9	11	26	26	25	57	57	57	8	8	7
All Students (Prior Year)	81	81	74918	100	100	99	501	501	497	30	30	32	20	20	19	33	33	35	17	17	15
Female	35	35	38082	97	0	99	530	530	518	3	3	8	26	26	24	63	63	61	9	9	7
Male	31	31	40166	94	0	99	507	507	507	17	17	14	27	27	26	50	50	54	7	7	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	12	12	29152	100	0	99	474	474	492	17	17	17	67	67	34	17	17	46	0	0	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	50	50	38347	94	0	99	529	529	531	8	8	5	18	18	17	63	63	68	10	10	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	60	60	69024	97	0	99	526	526	524	7	7	7	22	22	23	63	63	62	8	8	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	38	38	33398	97	0	94	516	516	495	8	8	18	32	32	35	53	53	46	8	8	2
Non-Economically Disadvantaged	28	28	44979	93	0	100	523	523	525	11	11	6	19	19	18	63	63	66	7	7	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	64	78094	93	97	99	546	546	545	6	6	3	21	21	18	71	71	77	2	2	2
All Students (Prior Year)	82	82	74503	100	100	99	523	523	491	9	9	9	16	16	32	65	65	51	10	10	8
Female	33	33	38025	92	94	99	575	575	558	0	0	2	15	15	13	82	82	82	3	3	2
Male	31	31	40013	94	100	99	514	514	534	13	13	5	27	27	23	60	60	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	12	12	29068	100	100	99	499	499	523	17	17	5	25	25	27	58	58	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	48	48	38265	91	96	99	559	559	564	4	4	2	17	17	11	77	77	84	2	2	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	58	58	68892	94	97	98	554	554	559	4	4	2	18	18	14	77	77	82	2	2	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	38	38	33296	97	100	94	548	548	527	5	5	5	21	21	27	71	71	67	3	3	0
Non-Economically Disadvantaged	26	26	44871	87	90	100	544	544	559	8	8	2	20	20	12	72	72	84	0	0	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	59	69846	97	100	100	696	696	699	20	20	21	16	16	11	60	60	49	4	4	18
All Students (Prior Year)	38	38	65934	100	100	100	490	490	492	43	43	43	19	19	18	30	30	24	8	8	15
Female	29	29	34328	97	100	99	697	697	702	21	21	19	21	21	12	54	54	51	4	4	18
Male	30	30	35509	97	100	100	696	696	696	19	19	23	11	11	11	67	67	48	4	4	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	14	14	23363	100	100	100	681	681	680	25	25	32	33	33	16	42	42	45	0	0	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	5
White	40	40	36421	91	95	99	704	704	714	13	13	12	11	11	8	71	71	54	5	5	26
Students with Disabilities	NC	NC	7690	NC	NC	100	NC	NC	593	NC	NC	64	NC	NC	14	NC	NC	21	NC	NC	2
Students without Disabilities	51	51	62220	91	94	99	702	702	712	11	11	16	19	19	11	66	66	53	4	4	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	29	29	21421	94	97	92	695	695	686	21	21	35	24	24	15	52	52	43	3	3	7
Non-Economically Disadvantaged	30	30	48489	100	100	100	698	698	704	19	19	15	8	8	10	69	69	52	4	4	23

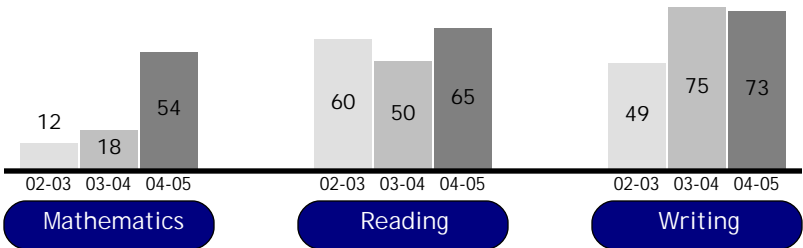
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	61	71311	100	100	100	704	704	694	5	5	7	26	26	21	58	58	63	11	11	9
All Students (Prior Year)	37	37	68162	100	100	100	513	513	509	8	8	18	31	31	24	53	53	51	8	8	8
Female	30	30	34899	100	100	100	706	706	700	3	3	5	24	24	19	59	59	66	14	14	10
Male	31	31	36430	100	100	100	701	701	688	7	7	9	29	29	22	57	57	61	7	7	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	14	14	24056	100	100	100	679	679	672	0	0	13	58	58	31	42	42	53	0	0	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	43	43	36841	100	100	99	712	712	713	7	7	3	15	15	12	66	66	72	12	12	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	55	55	63379	100	100	100	709	709	707	2	2	5	25	25	18	61	61	68	12	12	10
Limited English Proficient Students	--	--	6402	--	--	100	--	--	596	--	--	25	--	--	44	--	--	30	--	--	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	28	28	22243	90	93	93	706	706	677	4	4	14	32	32	32	50	50	51	14	14	3
Non-Economically Disadvantaged	33	33	49157	100	100	100	701	701	702	7	7	4	21	21	16	66	66	69	7	7	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	61	70868	100	100	100	685	685	688	5	5	5	32	32	23	63	63	63	0	0	9
All Students (Prior Year)	38	38	67629	100	100	100	540	540	524	17	17	22	8	8	16	72	72	59	3	3	3
Female	31	31	34710	100	100	99	689	689	697	7	7	3	27	27	19	67	67	66	0	0	12
Male	30	30	36176	97	100	100	680	680	678	4	4	7	37	37	27	59	59	59	0	0	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	14	14	23868	100	100	100	687	687	670	0	0	9	33	33	33	67	67	55	0	0	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	43	43	36710	100	100	99	687	687	702	5	5	2	29	29	15	66	66	69	0	0	13
Students with Disabilities	NC	NC	7900	NC	NC	100	NC	NC	580	NC	NC	22	NC	NC	49	NC	NC	28	NC	NC	1
Students without Disabilities	55	55	63054	100	100	99	693	693	701	0	0	3	31	31	20	69	69	67	0	0	10
Limited English Proficient Students	--	--	6308	--	--	100	--	--	591	--	--	19	--	--	47	--	--	33	--	--	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	28	28	21994	90	93	92	689	689	673	7	7	10	29	29	36	64	64	52	0	0	3
Non-Economically Disadvantaged	33	33	48960	100	100	100	681	681	694	3	3	3	34	34	18	62	62	67	0	0	12

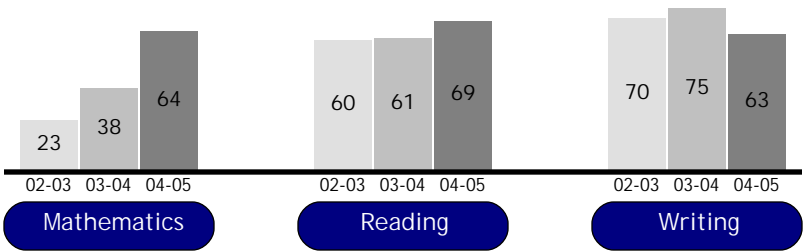
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	89	53	53	51	77	64	NA	54	96	51	51	50
	Language	96	45	45	54	77	69	69	58	96	53	53	52
	Mathematics	93	54	54	58	77	70	70	62	96	47	47	50
8	Reading	95	61	61	53	95	55	NA	55	96	57	57	51
	Language	97	49	49	49	96	47	47	52	96	51	51	50
	Mathematics	95	55	55	58	97	55	55	61	96	49	49	53
9	Reading	95	43	43	41	88	49	NA	42	96	49	49	51
	Language	98	42	42	42	93	45	45	42	96	49	49	50
	Mathematics	96	54	54	60	91	64	64	63	95	49	49	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Student Safety
- Ü Communication
- Ü Facilities
- Ü Curriculum Review
- Ü Research

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	20.00
Other Professional Staff	3.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	2	0	0
4 to 6 years	6	1	0	0
7 to 9 years	0	0	0	0
10 or more years	0	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	13
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	20%
Percent of core classes not taught by Highly Qualified Teachers	23%

Resources Available at School Site

Special Facilities

- Ü 28-computer lab & 12 computer media cent
- Ü Dedicated computer Math Lab
- Ü Computers in All Classrooms

Extracurricular Activities

- Ü Volley/B'ball/Track/Cross Co/Softball/
- Ü Student Council
- Ü Yearbook/Newspaper/Music/Drama Club
- Ü Science Trips & JH Havasupai Adventure
- Ü Afternoon & Lunch Tutoring

Social Services

- Ü High School LDS Seminary Next to Campus

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Sequoia School is fully accredited by the North Central Association.

- ü Secondary students are required to earn 70% in a subject in order to receive credit and pass. 30% of Sequoia high school graduates were offered college scholarships. Many 12th grade students are enrolled in college courses.

- ü 74% of Sequoia 8th grade students and 65% of the 10th grade students passed the Writing AIMS in 2005.

- ü All seniors must have 75 documented service hours to graduate.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	18	12	12	17
Transfers In Rate ⁶	13	28	28	37
Stability Rate ⁷	81	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	3	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	100	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We provide a safe, nurturing atmosphere of respect that fosters learning. We expect students to respect the law, property of others, individual differences and the privilege of education. Behavior policies and Dress Code are strictly enforced.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Marge Salow	(480) 649-7737
Transportation Policy	Adam Coon	(480) 649-7737
Community Resources		
School Nutrition Programs	Jamie Nichols	(480) 649-7737
Parent Organization	Gina James	(480) 649-7737
Student Health/Nurse	Glenda Serdy	(480) 649-7737

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS**Title I School Improvement Year 1**

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.